**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Kindergarten – Module 1**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Please use the specific language of the assessment.
* Use a stopwatch to document the elapsed time for each response. If a student is unresponsive, wait about 15 seconds for a response.
* Record the student’s results in 2 ways: (1) the narrative documentation after each topic set, and (2) the overall score per topic using the rubric, A Progression of Learning.
* Three days are allotted per assessment in each module’s pacing. Use these days as needed depending on the assessment option chosen.

**Assessment options:**

* Administer the Mid- and End-of-Module Assessments as 1:1 interviews at the appropriate times. (Mid-Module after Topic D, End-of-Module after Topic H.)
* Administer the assessment question for each Topic as 1:1 interviews immediately following the lessons in that Topic.
* Use the checklist (provided in packet) to observe students during the lessons in each topic. Make note of students who show proficiency (as defined by Step 3 on the rubric – see pages 8-9 and 13-14) as you teach the lessons. At the end of the topic or module, only assess students who have not shown proficiency earlier. (Note: Be sure to interview all students at some point, whether during a formal assessment or not, to ensure you have a picture of their learning so they can be challenged or supported as necessary.)

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* If the student is unable to perform any part of the set, her score cannot exceed Step 2. However, if the student is unable to use her words to tell what she did, do not count that against her quantitatively.
* If the student asks for or needs a hint or significant support, provide either, but the score is automatically lowered. This ensures that the assessment provides a true picture of what a student can do independently.
* If a student scores below Step 3, repeat that topic set again at two-week intervals, noting the date of the reassessment. Document student progress.
* On the report card, student learning is reported by CCSS domain. The Kindergarten CCSS domains are: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 1 Grading Guidance:**

* All standards assessed in Module 1 will be assessed again in later units. (See checklist on page 4.)

**Updates**

Please check this section in future modules for updates and/or revisions as we learn from feedback provided by teachers.

**Kindergarten Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards first assessed in Module 1. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | KINDERGARTEN MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| K.CC | 1\* |  |  |  |  | X |  |
| 2\* |  |  |  |  | X |  |
| 3\* | X |  |  |  | X |  |
| 4a\* | X |  |  |  | X |  |
| 4b\* | X |  |  |  | X |  |
| 4c\* | X |  |  |  | X |  |
| 4d\* |  |  |  |  |  | X |
| 5\* | X |  |  |  | X |  |
| 6\* |  |  | X |  |  |  |
| 7\* |  |  | X |  |  |  |
| K.OA | 1\* |  |  |  | X |  |  |
| 2\* |  |  |  | X |  |  |
| 3\* | X |  |  | X |  |  |
| 4\* |  |  |  | X |  |  |
| 5\* |  |  |  | X |  |  |
| K.NBT | 1\* |  |  |  |  | X |  |
| K.MD | 1 |  |  | X |  |  |  |
| 2 |  |  | X |  |  |  |
| 3 | X | X |  |  |  |  |
| K.G | 1 |  | X |  |  |  |  |
| 2 |  | X |  |  |  |  |
| 3 |  | X |  |  |  |  |
| 4 |  | X |  |  |  | X |
| 5 |  |  |  |  |  | X |
| 6 |  |  |  |  |  | X |

**Kindergarten Module 1: Mid-Module Assessment Task**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date 1** | **Date 2** | **Date 3** |
| **Topic A** |  |  |  |
| **Topic B** |  |  |  |
| **Topic C** |  |  |  |
| **Topic D** |  |  |  |

Topic A: Attributes of Two Related Objects

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Module 1 Assessment Picture Cards, cut out

T: (Identify the pictures as you place them in a row before the student.) Show me the pictures that are exactly the same.

T: How are they exactly the same?

T: Show me something that is *the same but* a little different.

T: Use your words, “They are the same, but…” to tell me how the bears are different.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

Topic B: Classify to Make Categories and Count

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Module 1 Assessment Picture Cards, cut out; sorting mat

T: (Place all of the cards before the student.) Please sort the pictures into two groups on your sorting mat. (After sorting, have the student explain her reasoning.)

T: (Point to the objects that went in the backpack.) Count the things are in this group. (Look for the answer “3” rather than “1, 2, 3.” If the student recounts to find the answer, ask again.)

Set the sort aside for the Topic D assessment.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

Topic C: Numerals to 5 with Different Configurations, Math Drawings, and Expressions

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) 10 linking cubes

T: (Put 5 un-connected cubes in front of the student.) Whisper count the cubes into a line. How many cubes are there?

T: Move the cubes into a circle. How many cubes are there?

T: Scatter the cubes. How many cubes are there?

T: Please show this (show 2 + 1) using your cubes. (Have the student explain what she does. We might expect the student to make a linker cube stick of 3 and break it into two parts.)

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

**Topic D: The Concept of Zero and Working with Numbers 0–5**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Sort from Topic B (please remove one identical bear for this assessment task so that you have 5 toys and 3 school items), numeral writing sheet.

Note: Arrange the pictures as shown to the right. This arrangement is intended to give the student the opportunity to see 5 as 3 and some more, without recounting all.



T: How many things for school do you see? (Point to the top row.)

T: These are things we don’t usually bring to school. How many are in this group? (Note if the student recounts all or determines the set of 5 using the set of 3 in any way.) How did you know it was 5?

T: Write the number that tells how many toys there are.

T: How many cats are shown here?

T: Write your numbers in order from 0 to 4. (Note reversals, if any.)

|  |  |
| --- | --- |
| What did the student do? Did the student show evidence of subitizing or recognizing embedded numbers, seeing 5 as 2 and 3 or 4 and 1? | What did the student say? |
|  |  |

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| --- |
| Kindergarten Module 1: Mid-Module Assessment Task (Topics A–D)  Clusters and Standards Addressed |
| **Know number names and the count sequence.**  K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).  Count to tell the number of objects.  K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  **K.CC.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.  Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.  K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).  Classify objects and count the number of objects in each category.  K.MD.3 Classify objects into given categories; count the numbers of objects in each category by count. (Limit category counts to be less than or equal to 10.) |

**Kindergarten Module 1: Mid-Module Assessment Task Rubric**

| Kindergarten Module 1 Mid-Module Assessment: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **Topic A**  K.MD.3 | The student shows little evidence of identifying and/or explaining similarities or differences. Almost non-responsive. | The student shows evidence of beginning to identify similarities and differences, but is unable to explain those similarities or differences using words. | The student correctly identifies both sets of bears, but provides a partial explanation of how the bears are similar or different.  Or, the student can explain the similarities and differences, but cannot identify one of the sets of bears.  (ELLs may point to express their insights and gain a score of 3 if you feel assured of their understanding.) | The student correctly:   * Identifies the two large bears as being identical. * Identifies similarities by attribute (size, color, type, etc.). * Explains using words how the two bears differ either based on size or color/shade. |
| **Topic B**  K.CC.4a  K.CC.4b  K.MD.3 | The student shows little evidence of understanding how to sort, or what reasonable categories might be.  The student is unable to respond “3” or count correctly. | The student shows a beginning understanding of how to sort (with some misplaced items), and demonstrates early explanation skills with incomplete reasoning.  The students recounts to answer “1,2,3.” | The student correctly sorts the pictures into two clearly distinct categories, but cannot provide a reasonable explanation of the categories or why the items belong.  Or, the student provides a reasonable explanation of the categories, but sorts incorrectly.  The student is able to answer “3” without recounting. | The student correctly:   * Sorts the pictures into two distinct categories. * Provides a reasonable explanation outlining the sorting categories and why the items belong (i.e., things we keep at home, things we need to bring to school). * The student is able to answer ‘3’ without recounting. |
| **Topic C**  K.CC.4a  K.CC.4b  K.CC.5  K.OA.3  K.MD.3 | The student shows little evidence of understanding how to count objects in any configuration, and is unable to complete the addition task. | The student shows evidence of beginning to understand counting in a line, circle and scattered configurations, but is unable to do so accurately and consistently. Student recounts each time.  The student attempts to add 2 + 1, but either lacks an understanding of how to add, or how to interpret the expression. | The student arranges and counts cubes in a line, circle and scattered configuration correctly, responding with “5” to each *how many* question but recounts once.  The student adds 2 + 1 but cannot explain how to add; or the student accurately explains the process of addition, but adds 2 + 1 incorrectly. | The student correctly:   * Arranges and counts 5 cubes into a line, circle, and scattered configuration. * Answers “5” in response to each *how many* question without recounting. * Breaks apart 3 to show the decomposition of 3 as 2 and 1 or 1 and 2. |
| **Topic D**  K.CC.3  K.CC.4a  K.CC.4b  K.CC.5 | The student shows little evidence of understanding how to count items in a category, and is beginning to form some numbers. | The student shows evidence of beginning to understand counting items in a category, but is unable to identify a smaller quantity.  The student writes some numerals correctly, with reversals. | The student correctly counts the items in each category, but cannot identify the smaller group of items.  The student writes four out of 5 numerals correctly, with a maximum of 1 reversal. | The student correctly:   * Identifies the number of items in each category (counting all in the toy category is acceptable). * Identifies the group of 3 as the smaller group. * Writes numerals  0-4. |

**Kindergarten Module 1: End-of-Module Assessment Task**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic E: Working with Numbers 6–8 in Different Configurations

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date 1** | **Date 2** | **Date 3** |
| **Topic E** |  |  |  |
| **Topic F** |  |  |  |
| **Topic G** |  |  |  |
| **Topic H** |  |  |  |

Rubric Score Time Elapsed

Materials: (S) 10 linking cubes (or other familiar classroom object), numeral cards 0–10

T: Please count 6 linking cubes and put them in a row. (Pause.) Write the numeral 6.

T: (Arrange 7 cubes in a circular configuration.) Please count the cubes. (Pause.) Write the numeral 7. Show me the 5-group that’s hiding in this group of cubes.

T: (Arrange 8 cubes into an array of 4 and 4). How many cubes are there now? (Pause.) How did you know there were that many?

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| --- | --- |
| What did the student do? | What did the student say? |
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Topic F: Working with Numbers 9–10 in Different Configurations

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) 12 linking cubes (or other familiar classroom object), “woods” template.

T: Now let’s pretend these cubes are bears! Show me this problem: There were six bears who were eating leaves here in the woods. (Pause.) Three more bears came over to snack on some leaves. How many bears were eating leaves in the woods?

T: Use your words to tell me how you figured out the problem.

T: Write the number that tells how many bears there are eating leaves.

T: Another bear came. Show me the bears now. How many bears is that? Write that number.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

Topic G: *One More Than* with Numbers 0–10

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (T) Numeral cards 7, 8, and 9; dot card showing 4 dots; 10 cubes

T: (Hold up the card showing 4 dots.) Use the materials to show me the number of cubes that is   
1 more than this.

T: (Hold up the card showing the numeral 7.) Use the number cards to show me the numeral that’s   
1 more. How did you learn that?

T: Put these numeral cards in order from smallest to greatest. (Hand the students the 7, 8 and 9 cards out of order).

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
|  |  |

**Topic H: *One Less Than* with Numbers 0–10**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (T) Numeral and 5-group cards 1–10; 10 counting objects

T: (Place 10 objects in an array of 2 five-groups.) How many objects are there? (Note how the student counts.) Show 1 less. Write how many you have now.

T: (Put the number cards in order from 10 to 1. Turn over the numbers 9, 7, 5, and 2.) Touch and tell me the hidden numbers. Don’t turn over the cards, though!

T: (Place the 9, 7, 5, and 2 dot cards in a line out of order.) Match the dot cards to the hidden numbers. Turn over the hidden card when you are sure you have matched it.

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| Kindergarten Module 1: End-of-Module Assessment Task (Topics E–H)  Clusters and Standards Addressed |
| **Know number names and the count sequence.**  K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).  Count to tell the number of objects.  K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.  a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.  c. Understand that each successive number name refers to a quantity that is one larger.  **K.CC.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. |

| Kindergarten Module 1 End-of Module Assessment: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **Topic E**  K.CC.3  K.CC.4a  K.CC.4b  K.CC.5  K.MD.3 | The student shows little evidence of identifying numerals or 5-groups. Almost non-responsive. | The student shows evidence of beginning to match numerals to quantities, and to find 5-groups, but is unable to do either consistently. | The student correctly selects each numeral card, but cannot identify the 5-group within each set.  Or, the student identifies the 5-group in each set, but cannot consistently select the corresponding numeral. | The student correctly:   * Selects the corresponding numeral that matches the number of cubes. * Identifies the 5-group within each set. |
| **Topic F**  K.CC.3  K.CC.4a  K.CC.4b  K.CC.5 | The student shows little evidence of understanding zero or how to solve *put together with result unknown* problems. | The student shows an early understanding of how to solve *put together with result unknown* problems, and demonstrates weak explanation skills with incomplete reasoning. | The student solves the *put together with result unknown* problem, but cannot clearly explain her thinking.  Or, the student provides a reasonable explanation of the solution, but solves inaccurately. | The student correctly:   * Solves the *put together with result unknown* problem, using cubes. * Explains thinking citing the solution process. |
| **Topic G**  K.CC.4a  K.CC.4b  K.CC.4c  K.CC.2  K.CC.5 | The student shows little evidence of understanding *1 more,* or is unable to complete the task. | The student shows evidence of beginning to understand that *1 more* is the next number in the counting sequence, but requires support to recall and apply the concept. | The student accurately identifies 5 as 1 more than the 4 dot card, but is unable to identify 7 as one more than the numeral 6.  Or, the student accurately identifies 7 as one more than the numeral 6, but cannot identify 1 more than the 4 dots. | The student correctly:   * Identifies the numeral 5 as 1 more than the 4 dots pictured on the dot card. * Identifies 7 as 1 more than the numeral 6. |
| **Topic H**  K.CC.4a  K.CC.4b  K.CC.4c  K.CC.5 | The student shows little evidence of understanding organized counting, numeral writing, patterning or addition and/or cannot complete most of the tasks. | The student shows evidence of beginning to understand organized counting, numeral writing, and explaining thinking behind patterns and addition, but lacks accuracy and consistency. | The student correctly counts and writes numerals with no recounting, and adds accurately, but struggles with identifying patterns and explaining thinking.  The student explains thinking well, and does not recount the quantities, but struggles with both the numeral writing and accuracy with the addition expression. | The student correctly:   * Counts each set of cubes into a configuration that allows for organized counting, and writes the corresponding numeral. * Identifies 1 more by retaining the previous number, without recounting the whole set again. * Identifies that the cubes are increasing by a quantity of 1 each time, and decreasing by 1 on the subsequent question. * Identifies the group of 8 as equaling  7 + 1, stating a logical reason for selection. |